



## Board Highlights (September 2019)

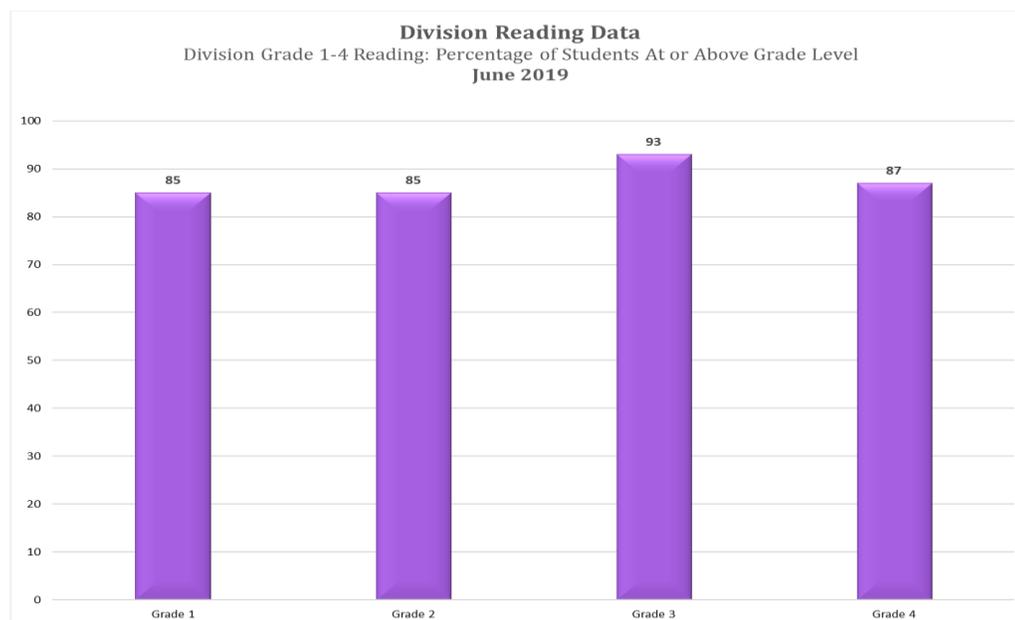
Notes from the September 16, 2019 Regular Meeting of the Christ the Teacher Roman Catholic School Division (CTTCS) Board of Education.

### Division Strategic Plan Update: Early Learning & Reading, Writing, Math Outcomes

Instruction and Learning Consultants, Robin Dubiel and Joanne Sebastian, presented updates to the Board on the Division Strategic Plan on two outcomes: Reading, Writing, and Math and Early Learning. The Division's target for Early Learning states that: *By June 2020, 90% of students exiting Kindergarten are ready for learning in the primary grades as measured by the Early Years Evaluation (EYE).* In Christ the Teacher Catholic Schools, early learning achievement is assessed by classroom teachers on a regular basis, both informally and formally. It provides a leading indicator of children's development. It provides accurate data that helps teachers organize their instruction, increase learning time, and monitor each child's progress. The evaluation also informs parents about their child's progress. In 2018-19, the EYE was used up to two times for each student in Kindergarten, depending on the results of the initial assessment. Based on our goal of having students score within the appropriate range, 79% of all students were able to meet that target.

In Reading, Writing, and Math, the Division target is that: *By June 2020, 80% of students will be at or above grade level in reading, writing, and math.* Reading achievement is assessed by classroom teachers on a regular basis, both informally with the use of teacher-created assessments and formally, a minimum of three times a year, with the *Fountas and Pinnell Benchmark Assessment (F & P)* in English or *GB+* in French. Not only do the assessments provide classroom teachers with the very best information to design instruction that helps students reach their potential, they also are an indicator of division-wide progress. The F & P and GB+ are standardized assessments in that all students experience it in the same way and that their performance is benchmarked according to a common standard.

Based on our goal of having students reading at or above grade level by the end of June, 87% of students in grades one to four were able to meet that target.



### Student Welfare Accountability Report

The Division is committed to providing a safe and healthy study and work environment for its students, staff members, volunteers and the general public. The welfare (safety and well-being) of the students in our schools is of vital importance to the students, parents, staff and Board of Education of the school division. This report summarizes information related to Student Welfare for the 2018-19 school year.

Superintendent of Education, Chad Holinaty, highlighted that a common theme across all areas reported was the importance of community partnerships. For example, the Community Threat Assessment and Support Protocol involves a variety of community partners from across the region who have committed to collaborate, share relevant information, and develop supportive and preventative plans to enhance safety in our schools and communities.

Data from the May 2019 collection of student data from the *OurSCHOOL* surveys, completed by students from grades 4-12 was presented. Student perception data on a variety of topics is collected annually, and reports on themes such as student engagement, school completion, and bullying and school safety are developed. Individual schools receive similar reports based on their student responses, and develop action plans to enhance and support the student experience.

#### **Upcoming Meetings**

October 21, 2019

*Believe...Belong...Become*